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OF
THE AMERICAN ASSOCIATION
OF
UNIVERSITY PROFESSORS

UNIVERSITY OF WICHITA

ANNUAL MEETING

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EDITORIAL NOTE

The report of the Committee to Nominate Officers appears in the present issue in somewhat expanded form, including a concise summary of the previous service of nominees to the Association and a list of nominees for the Council, corresponding with the special plan adopted at the last annual meeting and discussed to some extent on page 539.

In the record of the Council meeting particular attention may be called to the report on unemployment insurance or personal relief of dismissed professors, which may be presented at the annual meeting; to the proposals of the Committee on Organization and Policy, which will be included in its report to the Association in December; to the vote in regard to the General Secretaryship; and the action in regard to resolutions and investigations by chapters. The preliminary report on the Appointment Service tended to imply that the Service, if continued at all, should be more fully developed.

Particular attention is invited to the preliminary statement of the Committee on Effect of the Depression and Recovery on Higher Education. Since the statement was drafted a meeting of the Committee, attended by all its members, was held at the Washington Office November 1 and 2. President Mitchell, Vice-President Tyler, and Treasurer Mayer were also in attendance and extended conference was had with Dr. F. J. Kelly of the U. S. Office of Education and Dr. H. P. Rainey of the Youth Commission of the American Council on Education. The Committee discussed an extended analytical questionnaire covering its anticipated program and a substantial segment of this questionnaire has since been circulated to chapters as a partial basis for the progress report to be presented at the annual meeting.

EDITORIAL

RELATION OF CHAPTERS TO PROBLEMS OF ACADEMIC FREEDOM AND TENURE

The proper relation of a chapter to problems of academic freedom and tenure arising in the local institution needs careful definition with considerable adjustment to local conditions. With a normally favorable attitude on the part of the administration it will often be very advantageous to have a service or advisory committee elected by secret ballot of the faculty, which shall assist in a mediatory way in the early stages of problems of dismissal or retirement. If, however, the administration prefers to act without the cooperation of such a committee it will rarely be expedient to urge it, though a self-respecting faculty or chapter will make every reasonable effort to secure, if not the formal adoption of our principles of tenure, at least the application of them in practice.

In the absence of a faculty committee or in case its efforts have failed to obviate an appeal of the individual teacher to the Association, the treatment of such an appeal will ordinarily depend on direct correspondence between the General Secretary or the Chairman of the Committee on Academic Freedom and Tenure and the president of the institution. It will be discretionary with the officers mentioned whether to communicate with the chapter officers at this stage or not, care being always taken on the one hand to avoid causing embarrassment, on the other hand to guard against the appearance of placing responsibility upon the chapter which it can not assume without risk of antagonism with the administration. In case the correspondence leads to the appointment of a committee of investigation, the chapter officers will ordinarily be informed, but it will again be made clear to the administration that the local membership, not being disinterested, have no responsibility whatever either for the selection of the committee, for the publication of its report, or for inspection of the report in advance of such publication. Such inspection may in particular cases be allowed at the discretion of the General Secretary or the Chairman of the Committee on Academic Freedom and Tenure.

H. W. T.

NOTES AND ANNOUNCEMENTS

ANNUAL MEETING

The Annual Meeting of the Association will be held at St. Louis Monday and Tuesday, December 30 and 31, in connection with the meetings of the American Association for the Advancement of Science and affiliated societies.

Preliminary arrangements have been made for the program as follows:

Monday, December 30, 9:00 A. M. Registration.

10:00 A. M. *First Session.* Appointment of Committee on Resolutions. Proposals from Chapters. Report of Committee on Organization and Conduct of Local Chapters. Report of Committee on Organization and Policy. Amendments of Constitution and By-Laws.

1:00 P. M. Luncheon with Addresses.

2:30 P. M. *Second Session.* Report of Committee on Pensions and Insurance. Report of Committee on Place and Function of Faculties in University and College Government. Report of Committee on Effect of Depression and Recovery on Higher Education.

7:00 P. M. Annual dinner, without the usual program of speaking in view of the important session of the American Association for the Advancement of Science, at which seats will be reserved for our members.

Tuesday, December 31, 9:30 A. M. *Third Session.* Report of Committee on Academic Freedom and Tenure. Report of Committee on Freedom of Speech. Reports of Officers, Council, and other Committees. Report of Committee to Nominate Officers and Election of Officers. Unfinished and miscellaneous business.

1:00 P. M. Luncheon, with addresses, including the Address of the Retiring President.

REPORT OF COMMITTEE TO NOMINATE OFFICERS

President

F. K. Richtmyer, Physics, Cornell

(Council, 1929-31; Vice-President, 1932-33; Com. on College and University Teaching, 1932-35; Chm. Com. on Encouragement of University Research, 1933-34; Com. on Economic Condition of the Profession, 1933-34; Chm. Com. on Effect of Depression and Recovery on Higher Education, 1935; Com. on Policy and Plans, 1933)

Vice-Presidents

S. H. Slichter, Economics, Harvard

(Council, 1933-35; Chm. Com. on Economic Condition of the Pro-

fession, 1932-34; Com. on Effect of Depression and Recovery on Higher Education, 1935; Com. on Organization and Policy, 1934-35)

Louise Pound, English, Nebraska

(Council, 1930-32; Com. on Organization and Conduct of Local Chapters, 1933-35; Com. on Required Courses in Education, 1932-35)

General Secretary

On recommendation of the Committee on Organization and Policy, with the approval of the Council, no nomination for this office is included (see Council Record pages 539, 540).

Members of the Council (term expiring December 31, 1938)

REGION I

Alfonso De Salvio, Romance Languages, Brown

(Com. on Required Courses in Education, 1931-35)

E. C. Kirkland, History, Bowdoin

REGION II

Joseph Allen, Mathematics, City College (New York)

(Com. on Organization and Conduct of Local Chapters, 1928, 1931-35; Nom. Com., 1930-32, Chm., 1930; Bulletin Editorial Com., 1926-35; Chap. Secy., 1920-23; Chap. Pres., 1924-25)

E. E. Agger, Economics, Rutgers

REGION III

J. M. Shortliffe, Economics, Colgate

B. W. Kunkel, Biology, Lafayette

(Com. on Admission of Members, 1934-35)

REGION IV

W. H. Michener, Physics, Carnegie Inst. Technology

Emily H. Dutton, Classics, Sweet Briar

REGION V

R. S. Austin, Pathology, Cincinnati

(Chap. Pres., 1934-35)

Jay J. Sherman, Political Science, Wayne

(Chap. Pres., 1935)

REGION VI

T. F. Ball, Electrical Engineering, South Carolina

(Chap. Pres., 1932-33)

J. H. Kusner, Mathematics, Florida

(Chap. Secy., 1932-33; Chap. Pres., 1934-35)

REGION VII

Fernandus Payne, Zoology, Indiana

(Com. on Academic Freedom and Tenure, 1932-33; Com. on College and University Teaching, 1932-35; Nom. Com., 1932-33)

Lloyd B. Gale, English, DePauw

(Chap. Pres., 1933-34)

REGION VIII

A. C. Krey, History, Minnesota

(Chm. Com. on Relation of Junior Colleges to Higher Education, 1931-35; Chap. Pres., 1935)

O. E. Sheppard, Chemistry, Montana State

(Chap. Pres., 1933-34)

REGION IX

Laura A. White, History, Wyoming

May L. Whitsitt, Chemistry, Southern Methodist

REGION X

Herman J. Deutsch, History, Washington State

Malcolm H. Bissell, Geology, Southern California

(Chap. Vice-Pres., 1934-35)

AMENDMENTS TO THE CONSTITUTION¹

Article II, Section 2, add "At the discretion of the Committee on Admissions, service in foreign institutions may also be counted towards the three-year requirement."

Article III, Section 2: strike out "the General Secretary" making the sentence read, "The term of office of the President and the Vice-Presidents shall be two years, that of the elective members of the Council, etc."

Section 3: transfer "the General Secretary" from the first sentence to the second, making the reading, "The Presidents, the Vice-Presidents, and the elective members of the Council shall be elected by a majority vote of members present and voting at the annual meeting. The General Secretary and the Treasurer shall be elected by the Council. The Council shall have power to remove the General Secretary or the Treasurer on charges or on one year's notice."

REPORT OF COUNCIL MEETING

The Council meeting, October 12, attended by 22 of the 36 members, dealt with a large number of important matters.

¹ See pages 539, 541.

The financial and membership statements presented by the Treasurer showed a very substantial increase in receipts from dues over 1934, more than offset, however, as was anticipated, by increases in the cost of the *Bulletin*, the membership campaign, and headquarters rental. The Council voted to authorize the officers to arrange for a lease if practicable of the present headquarters for a term of years.

The Council voted to hold the annual meeting with the American Association for the Advancement of Science at St. Louis, the details of the program to be worked out by the officers and the Executive Committee.

A preliminary report was presented by the special committee on the question of continuance or modification of the Appointment Service.

A report on unemployment insurance or personal relief of professors dismissed was presented by the Committee on Pensions and Insurance, and will be circulated to chapters of the Association or to individual members on application.

Dr. H. P. Rainey addressed the Council on the plans of the newly organized Youth Commission of the American Council on Education, with particular reference to such features of its program as may relate to higher education.

In regard to investigations planned by individual chapters it was voted to approve the following procedure:

- (1) That a careful statement of the information desired be sent the General Secretary;
- (2) That if the General Secretary is not able to supply the information directly or indirectly within a reasonable time the chapter send him a copy of any inquiry letter or questionnaire it proposes to circulate to other chapters, with a list of chapters to which copies are to be sent whenever such a list would include ten or more institutions;
- (3) That the returns collected by any chapter be analyzed and a report transmitted to the General Secretary for publication or such use as he may deem appropriate.

The following vote in regard to resolutions by chapters was adopted:

Any formal resolutions adopted by chapters of the Association and relating to matters of policy or principle of the Association should be transmitted to the General Secretary. Care should be taken to avoid any such publicity locally or otherwise as might seem to commit the Association on any matter of policy or principle in which its position has not been authoritatively expressed by the Association or the Council. Publication of such resolutions in the *Bulletin* will necessarily depend on the judgment of the Editor and the Editorial Committee, with due reference to the space available. The resolutions will at the discretion of the officers or in any case if requested by chapters be transmitted to members of the Council or presented at its next meeting.

Committee on Organization and Policy. The Committee reported the receipt of a letter from the Committee to Nominate Officers recommending that the experimental procedure in use this year for the first time be continued so far as the collection of nominations for Council members is concerned. At the same time the Nominating Committee called attention to the fact that the present regulation requiring the nomination of two candidates from each region not only makes the election of a woman member of the Council difficult but also tends to interfere with the policy hitherto followed in selecting members of the Council with a desirable distribution by subject matter and types of institutions.

In regard to these suggestions the Committee on Organization and Policy voted to recommend the incorporation in By-Law 1 of the Association (draft to be published in the December *Bulletin*) of the essential features of the experimental plan as given in the November, 1934, *Bulletin*. The Committee pointed out that although the Nominating Committee is instructed to distribute its nominations in accordance with the third recommendation contained in the November *Bulletin*, there is no mandate that the Annual Meeting follow the same precise distribution.

"With respect to women members of the Council, it is pointed out that beginning with January, 1936, there will probably be four such members, and it is suggested that, if future difficulty in nominating women for the Council should arise, two possibilities might be considered:

"(1) Of reducing the geographical regions from ten to nine, reserving the tenth as a region-at-large, for the nominating of women and for other similar purposes; or

"(2) Of always having a woman as a Vice-President of the Association."

Other actions of the Committee on Organization and Policy follow:

"Voted, to draft an amendment to the Constitution in accordance with the Committee's recommendation No. 10 adopted at the last Annual Meeting, providing for the election of the General Secretary by the Council, by transposing in Article III, Section 3, the words 'General Secretary' from their present position in the first sentence of Section 3 to the second sentence, so that the second sentence shall read as follows: 'The General Secretary and the Treasurer shall be elected by the Council.' . . ."

"In view of this probable constitutional change, the Committee on Organization and Policy suggests to the Nominating Committee that no nominations for the position of General Secretary be printed in the November *Bulletin*.

"The Committee recommends to the Council that the General Secretary be appointed as a full-time officer with eleven months' residence in Washington, except as the latter may be modified by Council action.

"The Committee considered a proposal to provide for a smaller Council of ten members meeting three times a year and a subsidized Assembly of forty delegates meeting annually, and requested Professors Porter and Mayer to make a further draft of the plan, including an estimate of the expense that would be involved, for submittal, without recommendation, to the coming Annual Meeting.

"Voted, to hold another meeting of the Committee on Organization and Policy just prior to the Annual Meeting."

General Secretary. Voted, that, in harmony with the purpose and spirit of the pending amendment to the Constitution, the Council approves the recommendation of the Committee on Organization and Policy that the Committee to Nominate Officers be advised not to present the name of a candidate for the office of General Secretary for publication in the November *Bulletin*.

The Committee on the General Secretaryship having presented a preliminary report, circulated with the call for the meeting, it was

Voted, to instruct the Committee of the Council appointed to consider the choice of a General Secretary, to report to the Council at the Annual Meeting (if the pending constitutional amendment is adopted) a list of two or more names of persons eligible for appointment.

The following statement of policy with reference to the position of General Secretary was adopted:

It is the sense of the Council that the best qualified person available for General Secretary should be nominated with preference, other things being equal, for full-time service. If less than full-time service is agreed upon, the nominee's other occupation should permit him to make the work of the Association his major interest. For full-time service the Association will authorize an initial salary of \$7000, with the understanding that residence in Washington will be required except during such period not exceeding three months each year as the Council may determine. The General Secretary will at all times have full responsibility for the business of the Association unless granted special leave of absence by the Council.

The first election shall be for a term ending September 1, 1937, unless otherwise determined by the Council. It is expected that after this preliminary period the appointee, if his services be satisfactory to the Council, will be elected for an indefinite term, subject to removal by the Council for cause, or upon one year's notice.

The question of employing an Assistant Secretary and an Editor may be taken up with the nominee, but the salary for the full-time General Secretary implies the discontinuance of these officers unless for a brief interim period.

Constitutional Amendment. Voted, to recommend a constitutional amendment eliminating from Article III, Section 2, the provision that the term of office of the General Secretary be two years, and the addition of a provision in Article III, Section 3, authorizing the Council to remove the General Secretary and Treasurer from office; these in addition to the amendment already proposed providing for the election of the General Secretary by the Council.

Appointment Service. For the special committee on the question of continuing the Appointment Service, Chairman R. L. Dewey made a preliminary report.

President Mitchell reported on emergency plans for carrying on the work of the Washington Office until the Annual Meeting in view of the removal of the General Secretary to Chicago.

The following resolution was unanimously adopted: Resolved, that in view of Dr. H. W. Tyler's valuable services and wise counsel to this Association, he is henceforth invited to attend all meetings of the Council and exercise all the privileges of membership except a vote.

NATIONAL EDUCATION ASSOCIATION, ACADEMIC FREEDOM AND TEACHER TENURE

Included among the resolutions passed by the National Education Association at the Denver meeting in June were the following:

The National Education Association believes that administrators, teachers, and schools should have full opportunity to present differing points of view on any and all controversial questions in order to aid students to adjust themselves to their environment and to changing social conditions. The National Education Association is instructed to appoint a Committee on Academic Freedom of five members, three of whom shall be classroom teachers. The duties of this committee shall be as follows:

(a) To make known to teachers and other friends of education any proposed legislation against freedom in teaching and to take the necessary steps to combat such legislation.

(b) To investigate and to report upon cases of discharge of teachers in violation of the principle of academic freedom.

(c) To seek public support for the right of teachers to academic freedom.

(d) To assist in every way efficient teachers deprived of their positions in violation of the National Education Association principle of academic freedom.

(e) To cooperate with other reputable and recognized national

organizations which are actively engaged in maintaining the principle of academic freedom.

Because teachers over the nation, in these times of financial depression, are subjected to threats against the security of their positions, more insistent and unjust than ever before, the National Education Association reaffirms with emphasis its stand in full support of tenure of position for teachers as a means of insuring to the children of the land the best possible instruction. The Division of Research and the editor of *The Journal* [of the Association] are instructed to continue gathering and publishing information concerning tenure. The National Education Association endorses the work and the program of the Committee on Tenure, and instructs the Board of Directors to appropriate the sum of ten thousand dollars when and as needed by the Committee on Tenure.

AMERICAN ASSOCIATION FOR ADULT EDUCATION

The annual report of the Director summarizes the wide range of the Association's activities and in conclusion warns against over-regimentation of the adult education movement.

In the October issue of the *Journal of Adult Education*, E. L. Thorndike contributes the leading article entitled "In Defense of Facts," a vigorous plea for the necessity of the mastery of genuine factual information in all fields as opposed to the memorizing of terminologies. Among other features the section of signed book reviews is particularly worthy of note.

SOCIAL SCIENCE RESEARCH COUNCIL, FELLOWSHIPS AND GRANTS-IN-AID

The Council announces pre-doctoral fellowships for graduate study, pre-doctoral field fellowships, and post-doctoral research training fellowships available for 1936-37 in the social sciences, including "social aspects of related disciplines." In the first classification applications close on March 15, 1936, and for the other two classifications, on December 1, 1935.

Announcement of the grants-in-aid of research in the social sciences, for which applications close on January 15, 1936, was published in the October *Bulletin*.

Full information may be obtained from the Secretary for Fellowships and Grants-in-Aid of the Council, 230 Park Avenue, New York City.

INSTITUTE OF INTERNATIONAL EDUCATION

In the October issue of the *News Bulletin* is reported the statement of the American Adviser of the National Economic Council of the National

Government of China that an exchange of professors between leading American and Chinese universities is highly desirable at the present time. This need is brought to the attention of administrative officers and professors in larger institutions.

An interesting note describes the University Sanatorium at Leysin, Switzerland, founded by seven higher institutions of learning in that country to serve the urgent need for aid to students and faculty members suffering from incurable tuberculosis. By paying a small annual subscription, comparable to a fee for group hospitalization, students and instructors are admitted to the institution at a minimum cost. While at the sanatorium patients are enabled to continue their university studies. Members of foreign universities are admitted when vacancies are available.

Announcement is made of the establishment of an Oriental Institute as a special department of the University of Hawaii, the purpose being to interpret the Orient to the Occident. The activities of the Institute include sponsorship of faculty and student exchanges with Oriental universities, the translation of Oriental literature, and the promotion of research. The new department will cooperate with the School of Pacific and Oriental Affairs established in 1932 by the university.

OFFICE OF EDUCATION, THESES IN EDUCATION

The Federal Office of Education, which for the past several years has been collecting graduate studies in education, announces that it now has 1804 masters' and doctors' theses available for reference through inter-library loan. Subjects cover practically every phase of modern education.

Most popular doctors' theses subjects, according to this useful guide list, are school administration, curriculum making, education in foreign countries, history of education, English language, health education, psychology, school finance, and tests and measurements.

A list of 797 doctors' theses in education (available for loan), appearing as Office of Education Pamphlet Number 60, may be had for ten cents from the Superintendent of Documents, Government Printing Office, Washington, D. C.

C. R. B. EDUCATIONAL FOUNDATION, FELLOWSHIP GRANTS

The Educational Foundation of the Commission for Relief in Belgium announces a limited number of advance fellowships to be awarded for study in Belgium to qualified men and women who are members "in good standing of the faculty of an American college, university, or research institute" and who "give promise of stimulating closer cultural

and scientific relations between Belgium and the United States." The basic stipend for living expenses is \$120 monthly with allowances for necessary traveling expenses. Applications for the academic year 1936-37 must be received before December 15 of this year by the Secretary of the Foundation, 420 Lexington Avenue, New York City.

ASSISTANCE FOR DISPLACED GERMAN SCHOLARS

In the second annual report of the Academic Assistance Council, dated July, 1935, are tabulated the latest figures of displaced German scholars located in positions: those permanently placed number 287, distributed among 32 countries, the highest numbers being in the United States, 76; Great Britain, 57; Turkey, 38. Seventy-six are in medicine, 48 in chemistry, and 37 in economics. Three hundred and thirty-six of the scholars are temporarily located in 20 countries, including Great Britain, 155; the United States, 58; and France, 35. The report summarizes the activities of the Council (a British organization) and announces that the present policy is to end its emergency program by July, 1936, continuing, however, its function as an information center and a place-finding organization as long as possible.

A pamphlet entitled "The Crisis in the University World," published by J. G. McDonald, the High Commissioner for Refugees Coming from Germany, summarizes some of the same information given in the report of the Council above mentioned and lists academic committees cooperating in this work in Belgium, Denmark, France, Great Britain, Holland, Norway, Palestine, Poland, Sweden, Switzerland, the United States, and also international committees in Zürich and Geneva.

An article in the April issue of the *Universities Review*, the publication of the (British) Association of University Teachers, on "Academic Assistance" makes the following pertinent observations on this critical problem:

"The criticism that it is helping Jews is both inaccurate and indefensible. There are many of the displaced scholars who have no Jewish connections, but were dismissed for their political opinions or by professional jealousy cloaking itself in the quasi-legal forms of the political revolution; there are many dismissed as "non-Aryans" who have only remote Jewish connections or who are baptized Christians. But even if it were true that all the displaced scholars were Jews it would not affect the justification of the Council's work. The Council is trying to save scholars for the world of learning, and by so doing to give a practical demonstration of belief in academic freedom. It is not a charitable agency and its allocations are made on the grounds of the academic qualifications of the candidates for assistance, in the con-

sideration of which it is irrelevant whether the person is of any particular confession or 'race.' The criticism can arise therefore only from an anti-Semitism which is unworthy of the university world, injurious to its real interests, and as pernicious in its consequences as any other form of petty prejudice.

"The statement that charity should begin at home, made as a criticism of the Council, is meaningless. If it is intended to mean that the German nation should be responsible for the refugees who have been left to the mercy and charity of other nations, it is an entirely unconstructive suggestion. If it is intended to mean that charity should be offered primarily to members of the benefactor's own family, school, trade union, or nation, it implies both a parochialism incompatible with the fact that the university world is an international one, and a narrow sectionalism in which learning would soon stifle. If it means that charitable assistance should be given chiefly for reasons of economic self-interest, it ignores the fact that if the rest of the university world ignores the threat to university traditions in the present crisis, it will have acted contrary to its own interests by making increasingly possible further attacks upon the integrity of free learning.

"The chief responsible criticism of the Council's work is that it endangers the employment interests of British university teachers and graduates. The Council recognized the delicacy of its responsibilities from the start and has tried to frame a policy that would avoid injury to British teachers. Critics urge that the displaced scholars will secure posts available for teachers and graduates of British universities. The only reply to that is, in the last analysis, that it is quite true but is not undesirable. Firstly, the dismissals threw over one thousand men and women, many at the height of their powers and of great distinction, into the international university market, and unavoidably increased the competition for available posts. The availability of and potential competition from the German scholars was the consequence of the new laws in Germany; the Council can not be held responsible for them. Secondly, it would be a sad day for university teachers of this or any other country when they had to admit publicly that they resented increased competition by which the best men may be selected for existing vacancies, irrespective of their nationality, and that they wished to monopolize university posts chiefly as means of employment for a certain number of persons and not chiefly as instruments for the advancement of learning. . . . Thirdly, the Council has no power to make, or desire to influence, appointments to existing posts; the power of appointment resides in the university authorities, who may be trusted to select purely on scientific grounds and to ignore improper considerations such as the poverty of the candidates or the possibility of getting good men at bargain prices.

The policy of the Home Office and the Ministry of Labour affords further protection to the economic interests of British candidates for posts.

"It is clear that if a displaced scholar secures a normal post it is in the face of difficulties heavily weighted against him, and it may be assumed therefore that he is obviously the best person available. It is equally clear that extremely few of the one hundred and seventy German guests will secure ordinary appointments and that the maximum number of appointments could not seriously affect the promotion chances of university teachers in Great Britain in general. Far from injuring the interests of British teachers, the work of academic assistance protects them. Academic committees and similar organizations in Europe and America have added a quarter of a million pounds to the universities during the past two years; this has acted as a buffer to the full strength of the competition from the suddenly available German scholars, so that the academic committees have been as much protective agencies as assistance agencies. The Academic Assistance Council in this country, by expanding the universities' resources with funds specially raised and used for maintenance grants, has avoided any injury to the real interests and even to some of the supposed self-interest of university teachers. . . .

"The far more important point remains. A challenge to a deep university tradition has been made. A thousand protests and well-worded resolutions would not be an answer to the challenge. It is undesirable that university teachers should allow one incident in the political revolution in Germany to lead them into the political controversy or hostility which would necessarily follow from a campaign of protest. The best reply to a threat to academic freedom and the security of learning is to demonstrate that freedom is still respected and that those who have devoted themselves to a career of learning may expect some measure of security to be provided by the other members of the community of learning. . . ."

ACADEMIC FREEDOM IN NEW ZEALAND

An anti-war speech delivered by Mr. H. D. Dickinson, Lecturer in Economics at Leeds University, at Auckland University, New Zealand, at which he was at the time an exchange lecturer, caused some press comments, and disciplinary action was demanded by a member of the New Zealand House of Parliament.

The Council of Auckland University College, however, not only refused to censure Mr. Dickinson but passed a resolution affirming their support of the right of free speech for university teachers. This resolution stated:

1. The university teacher has no less freedom of speech within the law than any other citizen, excepting that there is a special responsibility on him to weigh his public utterances. It must also be recognized that his position in the community may sometimes seem to him to involve a special obligation to speak and, indeed, to make a pronouncement not in accordance with the opinions and traditions of the majority of citizens.

2. The exercise of this freedom (as defined in clause 1) and, indeed, the obligation to speak should not place in jeopardy a university teacher's tenure of his post or make him subject to supervision or correction by the governing authority.

As these events had caused some comment in England and as at the time the question of academic freedom of speech was being discussed in connection with the case of Professor Laski, it was felt that this pronouncement on the part of the Auckland University authorities should not pass unrecognized in Great Britain. Accordingly a Provisional Committee was formed, and held in October a meeting at which it was resolved to send a letter of congratulation to the Council of Auckland University College on its "timely pronouncement on a subject of such fundamental importance."

This letter was signed by 620 members of staffs of 19 English, Welsh, Scottish, and Irish universities.

MEMBERS WHOSE ADDRESSES ARE UNKNOWN

Information in regard to the present addresses of the following members is invited for use in the membership list. The addresses given are the last known to the office, but are no longer valid.

<i>Name</i>	<i>Last University Connection</i>	<i>Last Address</i>
Blair, Alexander	(Columbia University)	New York, N. Y.
Coe, Frantz E.	(Allegheny College)	Ann Arbor, Mich.
Dressel, Francis G.	(Duke University)	Durham, N. C.
Graham, John D.	(Master Institute)	New York, N. Y.
Hamilton, Elizabeth A.	(Wesleyan College)	Kansas City, Mo.
Hazelton, W. B.	(Robert College)	Washington, D. C.
Holtzclaw, James B.	(Pikeville College)	Pikeville, Ky.
Huber, Lucile A.	(Columbia University)	Plattsburg, N. Y.
Jackson, James E.	(University of Wisconsin)	Madison, Wis.
Legrand, Felix	(University of Illinois)	Champaign, Ill.
Peterson, Walter	(Univ. of Chicago)	Chicago, Ill.
Rick, J. F. A.	(St. Bonaventure College)	St. Bonaventure, N. Y.
Smith, Rhea M.	(Rollins College)	Winter Park, Fla.

Thomas, W. P.	(George Washington Univ.)	Washington, D. C.
Tory, A. P.	(Rollins College)	London, England
Williams, C. H.	(University of Missouri)	London, England
Zweers, Lorena U.	(University of Chicago)	West Chicago, Ill.

COMMITTEE ON ACADEMIC FREEDOM AND TENURE

UNIVERSITY OF WICHITA, COMMITTEE A REPORT

The University of Wichita was organized in 1926 when it took over the administrative staff, faculty, student body, and physical plant of Fairmont College. Shortly after the transfer President H. W. Foght was brought to the institution and his administration continued until July 1, 1933.

President Foght sought to build up the faculty and lay the foundation for a rapid development of the institution in both size and academic standing. However, his program was cut short by the depression. Present members of the Board of Regents say that he lost the support of many business interests of the city and of the Board. He impaired the effectiveness of his faculty by bringing teachers into different departments without consulting men who were supposedly in charge of those departments. One such individual figures prominently in the present situation of the school.

From July 1, 1933, to March 1, 1934, the university was directed by the deans in the absence of a president. This meant essentially an administration by the senior dean, Dr. Frank A. Neff of the College of Business Administration and Industry. Dean Neff, however, was supported by informal consultations with the other deans. When the new president came on March 1, 1934, this informal organization of deans was continued with Dean Neff serving as their spokesman but reporting now to the president rather than to the Board of Regents. The new president was Dr. William M. Jardine, formerly president of the Kansas State Agricultural College and later Secretary of Agriculture.

When the investigating committee for the American Association of University Professors visited Wichita May 17 and 18, it called first upon President Jardine, who received its members cordially and talked freely about the dismissals under investigation. He answered questions frankly and without apparent reservation.

The present administration has announced a new program for the university. This program is based upon a frank recognition that the University of Wichita is a municipal university; that its students come largely from the local community; that its regents are local men and women; that the alumni and parents of students are to a large extent residents of Wichita; and finally that the institution is dependent upon local taxation for support. The new program proposes a larger relative emphasis upon the work of the freshman and sophomore years in recognition of the fact that 75 per cent of the enrolment of the school is in those

two years. It holds that the institution can be successful only if there is an effective consolidation of the interests of taxpayers, parents, alumni, students, faculty, and administration. It takes the position that instruction offered by the university should integrate the student with the current and local culture in which he lives. It insists that education is not merely training of the intellect but a balanced development of intellect and character. And therefore it holds that the direct responsibility of the teacher does not end with the classroom but carries over into the life of the students outside the classroom and into the relations of the university to the community. In its selection of teachers, the new administration proposes to take into consideration not merely their scholastic training and ability as classroom teachers but to require of them also such abilities and interests as will help to strengthen the position of the university in the community.

On the basis of the above program the new president has consolidated behind him the united support of the Board of Regents and the business community.

On March 1, 1935, President Jardine announced to Professor Ralph B. Crum, head of the department of English, that he was not to be re-appointed for the next academic year. The following day a similar announcement was made to Dr. Walter Pennington, an associate professor in the same department. In each case the President urged the importance of secrecy and advised that nothing be said about the matter to anyone. Dr. Crum had served for seven years as head of the department of English. Dr. Pennington had served for four years, during one of which he was acting head while Dr. Crum was away on a leave taken on account of his wife's health.

The reasons given by the President for the dismissal of these men were that the department needed reorganizing; that the two professors concerned had not done things to attract attention to it; that they had not made friends among the business men downtown; that the instruction offered by them was too specialized and uninspiring; that they had not made themselves acquainted with him; that while they would be good men for a larger school they were not the proper type for the University of Wichita.

No prepared statement of reasons was given to the men at the time. The above list is summarized from various statements of the President including his conference with the investigating committee.

In its issue of March 17 a local newspaper printed a sensational story about the dismissal of the two professors of English and included in the story an interview with President Jardine which was essentially a tirade against fossilized education. Many of the statements in the interview were given in the form of direct quotations, and the clear implication

was that they were to be applied to Professors Crum and Pennington.

On March 18, President Jardine called Professor Crum to his office and apologized for the newspaper article of the previous day, declaring that he never made the statements attributed to him. Professor Crum asked that the President obtain a retraction of the article by the newspaper. This was never done although statements by the President to the effect that the men were good and capable teachers but did not fit the needs of the University of Wichita were printed in another newspaper and in the school paper.

On March 19, Dean Neff called Professor Pennington to his office and raised the question of Pennington's possible reinstatement until such time as he could obtain another position. However, Dean Neff was not empowered to make such an arrangement binding and Professor Pennington was not disposed to accept it if it did not include also Professor Crum. Hence nothing constructive resulted from the interview.

While Professor Crum was away on leave for the academic year 1933-34, Dean Neff raised the question whether it would be desirable to bring him back to the University. However, this question was not raised with Dr. Crum. He had every reason to believe that his return to the University was desired. The Dean of the Graduate School and the Dean of Liberal Arts both sincerely desired that he return. To the committee this seems very important, for if his services had not been satisfactory this would have been the time to tell him so. As a matter of fact he had no intimation that he was not wanted any longer until the day of his dismissal. Furthermore, he was given no intimation that he should endeavor to adapt himself more fully to a new policy of the institution.

If the dismissal of these two men was predicated in part upon unsatisfactory teaching, such a judgment appears to have rested upon casual and inconsequential student criticism. It is the judgment of this committee that if the administration had made any systematic effort to obtain an appraisal of their work, it would have been led to a far different conclusion. This opinion is based upon a large mass of evidence, obtained in part directly and in part indirectly from students, alumni, former graduate students, and colleagues who have been acquainted with their work. In fact the committee in its two days of investigation was able to hear only a selected minor portion of the testimony of this character which Professors Crum and Pennington were in a position to present.

Professors Crum and Pennington readily agreed that they had not made many friends among the business men of Wichita. They pointed out that if any explanation is necessary it lies in the fact that they have taught full schedules and have given their time freely to helping students outside of classroom hours as well as in class; that they have taken a

personal as well as a professional interest in students and have taken an active interest also in professional relations with other teachers of English. Professor Pennington frequently held an open house in his home for students of English. The evidence indicates they have earnestly directed their efforts towards establishing and maintaining a high standard of work in the department which they represented.

Under the direction of Professor Crum his department adopted the practice of giving examinations to freshmen and placing in a conference course given without credit all those whose papers showed they were deficient in the subject. Under this arrangement, athletes were frequently found to be deficient and were required to take the non-credit course. In one case brought to the attention of the committee, an athlete took the conference course four times and even then did not acquire the standard of proficiency required for entrance to the regular credit course.

Friends of Professors Crum and Pennington brought before this committee charges that their dismissal was due to the enmity of supporters of athletics; an enmity which it was said they had incurred by maintaining high scholastic standards in their classes and by applying those standards to athletes as well as to other students. The committee's judgment on this charge was the Scotch verdict of not proven, although there was some evidence tending to support it. For example, a professor of English who had investigated the situation with a view to applying for a position in the University of Wichita testified before the committee that in the course of his negotiations both the senior dean and a member of the Board of Regents took occasion to inquire into his attitude towards athletics.

It is only fair to state that the acceptance of this charge at its face value would make plausible these dismissals and the way in which they were handled by the administration. The dismissals do not seem justified as mere adjustments on academic grounds to a changed university policy.

The day after the published report of changes in the department of English, another local newspaper printed a story of the forced resignation of Dr. Glenn A. Bakkum, head of the department of sociology. Professor Bakkum was completing his eighth year at the University of Wichita.

On March 2, President Jardine had called Professor Bakkum to his office and told him to look for another position, assuring him, however, that he would try to keep him temporarily in his position at the University of Wichita in the fall of 1935 if he had not found another place by that time. But after the newspaper story appeared the President took the position that the resignation must go into effect at the end of the current school year. The board minutes show that all three dismissals were approved March 1, 1935.

In the published statement of Professor Bakkum's "resignation" there was a vague reference to curtailment of work in the department, and in a prior report of the board of deans to the president there was the suggestion of a shift of emphasis towards what may be called applied sociology. Neither of these statements, however, touches the vital elements in Professor Bakkum's dismissal.

Criticisms of the teaching of Professor Bakkum were too trivial to justify specific reference to them. The evidence presented indicated that he is an excellent teacher. Throughout the period of his service at the University of Wichita, he has also been very active in working with various social service agencies: the Y.M.C.A., Community Chest, Red Cross, Kansas Conference of Social Work, and others. This committee found the persons with whom he has been associated in these organizations to be uniformly enthusiastic in their praise of Dr. Bakkum and the work he has done. To cite one of more than half a dozen such appraisals received, the presiding judge of the local district court told the committee that in the time since Dr. Bakkum came to the University of Wichita no one has done more than he has to promote the social welfare programs of the local community and the state.

Several years ago Professor Bakkum traveled in a party conducted through various European countries including Russia. After his return he was called upon to talk to different local organizations on his experiences in Russia. His talks aroused the ire of local professional patriots who mistook his attempt to present an accurate and unbiased picture for communistic propaganda. Knowing this entire charge of radicalism to be untrue, the university authorities of that time disregarded the protest that Professor Bakkum was a dangerous radical. The present administration does not take any stock in this charge, but it does hold against Dr. Bakkum his failure to live down the charge. In that sense the matter was a factor in his dismissal.

In 1929 there was appointed as instructor in sociology, without any consultation with Professor Bakkum, a young man whose training was that of a bachelor of science in education from a normal school. This younger man enrolled for work in the department and in the course of time was granted a master's degree and promoted to an assistant professorship. His teaching has been more outside the department than in sociology. Recently the major part of his work has been teaching economic history in the department of economics.

This young man has a pleasing and ingratiating personality. He soon made many friends among influential people in the city including several members of the Board of Regents. Soon after he received his master's degree, there began to develop a rift between him and the head of the department. Professor Bakkum himself attributes to this man in his

own department the persistence in down-town circles of the belief that he has radical views.

This situation in the department of sociology appeared to be well known to all members of the faculty. Many who were interviewed condemned the younger man for having sought to strengthen his position in the university through his social contacts with influential people instead of depending upon the rendering of efficient and helpful service on the campus.

In the spring of 1934 at the request of President Jardine, Professor Bakkum submitted a written opinion of the younger man in his department. This report was accompanied by documentary evidence and was marked "private and confidential." It was a severe and uncompromising criticism. Perhaps Professor Bakkum was unwise in writing such a statement. He states that he had been warned not only by colleagues on the faculty but also by the former president and the senior dean that the young man was disloyal and was engaged in intrigue against him. This report was shown to the younger man who prepared a detailed answer to it. However, the answer was never shown to Professor Bakkum. When the issue was thus drawn, a reconciliation or cooperation between the two men was no longer possible. This conflict in the department of sociology was an important factor in the dismissal of Professor Bakkum.

The present administration of the university has shown a serious lack of appreciation of the viewpoint of the faculty; a failure to understand how given actions would affect the members of the faculty and a failure to give due weight to the long-run strictly educational interests which are the peculiar concern of the faculty. In this connection some comment appears called for relative to the position and responsibilities of the senior dean. He approved the dismissals in question in advance. It will be recalled that he also had suggested that Dr. Crum be not brought back when he was on leave. The senior dean, furthermore, is thoroughly in accord with the program of tying the university's interests in with the interests of the local community. He is the dominant influence in the informal meetings of the group of deans and is their chief spokesman and interpreter to the administration. These items take on added significance in the light of a statement by a member of the Board of Regents to the effect that the President and the Board depend upon the deans to represent the viewpoint of the faculty. It would doubtless be unfair to single out the senior dean and say that he should have furnished the wisdom which has been lacking, but it at least is not unfair to point out the key position which he has occupied in the situation.

The general policy of the University of Wichita with regard to conditions of tenure is not a matter of record. In a telegram to Professor Pen-

nington dated April 1, 1931, at the time of his first appointment, there is the statement that, "after two years tenure becomes permanent."

The minutes of the faculty for April 7, 1930, include a report by President Foght of the passage by the Board of Regents of a resolution to the effect that reappointment after two years might be regarded as permanent provided that the member of the faculty in question did not cease to perform his services properly.

The minutes of the Board of Regents for April 3, 1930, show the introduction of such a resolution but that a substitute motion was passed referring the matter to the legal committee for investigation and the drafting of a resolution. No further reference to the matter is to be found in the minutes of either the faculty or the Board of Regents.

The Board of Regents of the university consists of nine members. Four are selected by the city Board of Education and four by the City Commission. The mayor is a member *ex-officio*. In its visit to Wichita, this committee talked with three members of the board including the chairman. It was received cordially by them and found them keenly interested in the welfare of the institution. They were completely in accord with the action taken in the cases under investigation but discussed freely questions of general policy. They were genuinely surprised at the criticism which their action had received on the ground that the men dismissed had not been given sufficient notice. They discussed frankly and apparently with open minds the question whether a longer notice would not be better for all concerned, and discussed also other problems of university administration.

In this case the newspaper publicity has been unfortunate. The university administration and the men dismissed have consistently blamed each other for it. The mistake was in trying to keep the matter secret in the first place. The men immediately began efforts to find other positions and the President took steps to fill the vacancies. Under these circumstances it was obviously out of the question to keep the matter from becoming generally known.

These dismissals and the manner in which they were effected have had very definite undesirable consequences. It is not too much to say that for a time the members of the faculty were greatly alarmed and thoroughly intimidated. The action of the board strongly suggested to them that the way to professional success or even security of tenure in the University of Wichita is to use the method of personal politics by enlisting the support of influential friends in the city. Such impressions can not fail to undermine the morale of a faculty and they are not easily eradicated. Of less consequence is the effect of creating divisions among students and alumni. There was, however, a vigorous protest on the part of numerous members of each group. And finally the institution

has had much unfavorable publicity both locally and in larger academic circles.

This committee is convinced that even though the dismissals were not justified a large part of these untoward results would have been avoided if the men in question had been given a year's notice of the termination of their connection with the university.

In summary it may be said that three men of excellent training have been dismissed from the faculty of the University of Wichita for reasons which appear to this committee wholly inadequate and unworthy of a university. Their academic degrees are as follows: Professor Crum, Ph.B., Brown 1913; A.M., Columbia 1922; Ph.D., Columbia 1929; Professor Pennington, B.S., Union College 1923; M.A., Northwestern 1925; Ph.D., Northwestern 1930; Professor Bakkum, B.S., Iowa State College 1920; M.A., Columbia 1925; Ph.D., Cornell 1928. In the opinion of this committee these three men are also to be numbered among those who were rendering the best services to the university as measured by the standards which commonly are applied to test the services of a faculty member to his institution. And yet these men have been dismissed in the course of an application of the general policy which has been announced for the University of Wichita. It is that policy as interpreted and applied by the present administration of the University of Wichita which merits condemnation.

This committee can agree with the principle that a university should be integrated with the society of which it is a part, provided that the integration is given a forward-looking interpretation and is as broad as the whole of human life. Academic practices and procedures develop and survive on a basis of their contribution to such a broad and long-run process of integration. However, the short-run and local terms in which the administration has conceived the problem of integration have led to an improper subordination of university policy to the claims of current and local interests. A localized integration has served as cover and excuse for actions which are contrary to accepted academic procedure and in violation of a broader conception of educational integration.

A university is engaged in training men and women to live in the future, and for that reason there is a social responsibility resting upon those who administer the affairs of a university to protect it at all costs from dominance by current and local interests.

Obviously the public relations problems of a municipal institution are different from those of other schools. Whatever is said in a classroom of such an institution may be discussed in the homes of the city and may come back to university authorities in a garbled version in the short span of a few hours' time. Local business interests, alumni, and local taxpayers

constitute significant elements in the situation. The problem of managing such an institution in accordance with what is clearly sound in established academic tradition, and in a way to keep it free from politics in an objectionable sense, is a difficult and delicate task. In this instance the problems of public relations have been solved by sacrificing the freedom of the entire university.

E. L. HINMAN, University of Nebraska

KIRK H. PORTER, University of Iowa

DR SCOTT, University of Missouri, *Chairman*

Approved for publication by the Committee on Academic Freedom and Tenure, Carl Wittke, *Chairman*.

EFFECT OF DEPRESSION AND RECOVERY ON HIGHER EDUCATION

COMMITTEE Y

PRELIMINARY STATEMENT

The Committee on Effect of Depression and Recovery on Higher Education met on August 9 and 10 in Ithaca, New York, to discuss its project and go over its preliminary plans with the newly appointed director of studies, Dr. Malcolm M. Willey of the University of Minnesota. Dr. Willey has been granted leave of absence from his work at Minnesota in order to devote almost full time to the survey of Committee Y.

Time at the Ithaca meeting was given largely to a consideration of the many points that would be proper subjects for study, and also to the problem of delimiting the field. As this issue of the *Bulletin* goes to press the Committee is again meeting in Washington (November 1 and 2) and holding a conference with Dr. H. P. Rainey, director of the youth study of the American Council on Education. It is proposed to work in closest cooperation with Dr. Rainey and the Council so that there may be no overlapping of effort. The plans of Committee Y, as formulated to date, may undergo some readjustment as a result of the Washington conference. A more detailed statement of the project outline will be included in a later issue of the *Bulletin*.

The repercussions of the depression period upon higher education have unquestionably been profound. The Committee recognizes, however, that the depression has affected all social institutions, and that the consequences felt by colleges and universities are not necessarily unique. What has happened to higher education must be seen in the light of what has been happening throughout our society as a whole. Failure to give some consideration to the problems of men in the teaching field in relation to problems of men of comparable training and status in other fields might easily result in distorted perspective with reference to the serious questions confronting higher education. The Committee will always strive to maintain the balanced point of view that will keep its work free from the charge of special pleading.

The impact of the depression upon higher education, and the ultimate influences of recovery, are experienced in different ways by the various groups that constitute the colleges and universities. The problems that confront the governing boards and administrators are somewhat different from those that confront the students or the faculty. A full analysis of the problem would seem to require a somewhat detailed discussion of the impingement of the forces of depression upon these various constituent parts. The Committee proposes such an analysis. Similarly, the

adjustments that educational institutions have made are not simple and unitary, but complex. The methods of adjustment to meet administrative problems will presumably be different from those of the students to meet their particular difficulties, or by faculty members to meet theirs. Furthermore, the solution of one constituent part may ramify adversely throughout the institution. It is proposed to trace the methods of adjustment that are being employed and to discover the consequences that follow from them. From such analysis it may be possible to lay down some general principles to guide the process of retrenchment, or a later process of expansion. Always, however, the problems as they affect the teaching staff will be emphasized.

The Committee recognizes that it must begin its studies with basic economic data. The problem of support, in its various aspects, is fundamental, and the adjustments mentioned in the preceding paragraph are in large measure adjustments to changes in support. This involves discussion of enrolment as well as revenues. Striking differences will undoubtedly be found when the data are broken down by type, size, function, and geographical location of institutions. To the extent that the data permit, such breakdown will be carried through.

Important as the economic data are, the Committee recognizes that a depression is in part psychological, and that many of the problems that confront administrators, faculty, students, and the public from which support is derived are non-economic. Even the amount of support is partially determined by a state of mind; economic considerations are not all-determining. The Committee will give attention to these psychological factors that have influenced higher education during the depression, and will continue to influence it as recovery begins. The matter is not a simple one, and it has many aspects. It will lead into a consideration of attempts by outside groups to control or use educational institutions for their own purposes; it will involve a discussion of student movements that are already giving some concern to administrators; it will necessitate analysis of the "values" of higher education, as conceived by administrators, students, and the public at large. The depression has undoubtedly stimulated fresh interest in the problem of objectives. There are many other psychological aspects of the problem that will demand attention.

A depression period tends to be one of self-examination, and out of this frequently arises a willingness to reorganize and experiment. Such reorganizations and experiments will be outlined. There are, for example, such matters as regionalism, unified administrative set-ups or "systems," the junior college movement, new curricula, new admission requirements, and new types of college courses, especially covering the first two years of college work. Many of these changes antedated the

depression, but depression has focused interest upon them, and they are properly considered by the Committee.

Likewise, the depression has given rise directly to many new educational problems. Functions have been shifted from older institutions onto the schools and the schools are accepting some and resisting others. It is, for example, constantly being asked, to what extent do the institutions of higher education have a responsibility in what may be termed character education? Students, confronting a world of unemployment, are seeking new ideologies, and are expecting colleges and universities to provide them. All of this the depression has intensified. There has also been a marked interest in adult education, stimulated in part by emergency education funds of the federal government. There are educational problems of a profound nature involved in the C. C. C. program. To what extent have educational institutions participated in these new demands for education, and to what extent have new educational organizations grown up beside the older ones? In the answer to the questions much is concealed that is significant for those now engaged in higher education. The Committee hopes to lay clear the implications of some of these new movements.

The depression years have also seen increased support of various local educational programs by the federal government. Institutions have, in some cases, received vast sums for research, not from regularly appropriated money, but from emergency funds. Building programs have been made possible in many places. The CWA and now the WPA are making work-relief employees available for many purposes. Students under the National Youth Administration program are paid from federal funds in order to continue their education. The Committee hopes to describe the newer federal participation, and to raise the points that are significant in considering the problems of higher education.

The foregoing statement is not intended to do more than indicate the line of thought the Committee is pursuing in the formulation of its survey. Chapter members are requested to communicate with the Committee and its director of studies, and to offer such suggestions and comments as they may care to make. The problems that are of concern to the chapter members are the problems the Committee is anxious to study. The Committee will shortly send to all chapters a fuller memorandum outlining its work. Criticism of this is likewise invited and it is hoped that chapters will devote at least one meeting to a consideration of the points it raises. The director of studies will after the first of the year visit a number of the chapters for discussion and collection of data.

The membership of Committee Y is as follows: F. K. Richtmyer, Cornell University (chairman); O. W. Caldwell, Columbia University; A. J. Harno, University of Illinois; S. H. Slichter, Harvard Univer-

sity; Malcolm M. Willey, University of Minnesota. Dr. Willey will make his headquarters in Minneapolis, and may be addressed in care of the University of Minnesota, Minneapolis.

EDUCATIONAL DISCUSSION

THE NEED FOR ACADEMIC FREEDOM¹

... There always has been, and probably there always will be, a small group of men, lustful for power and ruthless in the means they adopt to acquire it, who would tear up Magna Charta, our own bill of rights and every other charter of liberty that has ever been written by the hand of man, in order to aggrandize themselves at the expense of those least able to protect themselves. Constant pressure to this end always exists. Over long periods it may be so subtle as almost to be imperceptible, but at times of social and economic unrest, such as the present when, anxiously and soberly, we are trying to work our way back to solid ground, an open assault is all too likely to be made to capture the citadel of our liberties.

The beginning of such an effort is apparent today. As yet it is more or less tentative. It does not yet possess the vigor or the proportions that it can acquire. But if we fail to understand certain significant political trends of the moment; or if, understanding them, we are too slothful or too indifferent to defend the priceless heritage that our forefathers have bequeathed to us, then indeed there is little hope that our once free America will not in her turn meekly submit to the manacles that already have been riveted upon the wrists of many of the countries of the world that until recent years were composed of free peoples. . . .

Certain people today are not only encouraging, but apparently leading, what appears to be a deliberate and concerted onslaught on academic freedom, which is of the very essence of free speech. In the final analysis, our colleges and universities are the citadels, not only of our liberties, but of civilization itself. . . . It is even more strange that, in order to assist sinister influences in their attempt to discredit the universities, some of the graduates of our colleges and universities should sell to the highest bidder in the market place the brains that would be of little account if they had not been developed by some institution of higher learning.

Looking back over the last two years, we can now trace certain significant events. In the beginning, this Administration was derided and jeered at because, in its efforts to meet wisely the social and economic crisis that it had inherited from its predecessors, it called to its aid men of trained intelligences. It seemed outrageous to certain people that a highly paid lobbyist or the representative of selfish interests should be relegated to the rear and, instead, a college professor consulted on a subject on which he had special knowledge. That was revolutionary;

¹ From an address at the commencement of The University of Alabama, May 27, 1935.

our Government had not recently been run on the bizarre theory that disinterested and trained intelligences should be called into the public service instead of "practical" men who knew exactly what they wanted and how to go about getting it.

So in all parts of the country, but with particular enthusiasm in circles of entrenched privilege, hymns of hateful ridicule were sung in derision of the so-called "brain trust." From this initial attack upon particular professors, it was natural that criticism should widen and become more general. Soon it began to be hinted that something was wrong with the colleges themselves. Not only did they produce ridiculous professors, specialists capable of giving advice in political science, political economy, and cognate subjects, but the interests of the students were permitted to range too widely. It came to be charged that our colleges were not "conservative" in their teachings. In due course it was discovered that some of them had radical leanings. The next step was to allege that the colleges generally were hotbeds of radicalism, following which came accusations that Communism is actually being taught in certain of our institutions of higher learning.

The charge is as ridiculous as it is unfounded. But those who would destroy academic freedom needed some excuse for their onslaught on the colleges and they are not notorious for their scrupulous adherence to the truth. . . .

The preservation of academic freedom, the maintenance of the civil liberties guaranteed in the Constitution, out of which the right of academic freedom grows, is of extraordinary importance to this nation at this time. The truly educated, and by that I mean those who have trained minds that they use, must gravely heed the signs of danger that are implicit in the attacks on academic freedom that have become more and more threatening during recent months. The sinister purposes of those who would establish a Fascist state on our free American soil are clear from the very nature of this bold assault upon our institutions of higher learning.

If it is to be supposed that the present attack on freedom of thought and of research in our universities is not merely a whimsical and momentary thing, but has some purpose behind it, then the inference is inescapable that it represents an attempt to force upon America either a dictatorship of the right or of the left. A free America, serenely and confidently pursuing the course charted for it by our forefathers has no interest in impinging upon academic freedom; the contrary, rather, because we know what a priceless contribution our institutions of higher learning have made to our civilization. That controlled and regimented schools of all grades are necessary to both the Fascist and the Communist state is well known to whosoever is sufficiently interested to

look into the matter. However, the present onslaught on our colleges comes from sources which completely negate any idea of a desire to establish a Communist state. Therefore the weight of the evidence is that it is the Fascist element in America that would muzzle our professors and put wax in the ears of their students as a preliminary step in the direction of the establishment of a dictatorship in this country of, by, and for the beneficiaries of special privilege. . . .

The nature of the attack on academic freedom is such that we must be especially on our guard. We must not permit ourselves to be frightened into acceptance of a Fascist dictatorship by stimulated clamor against an imaginary Communistic threat. As I have suggested, either system would be a noxious and dreadful growth if permitted to take even shallow root in the soil of our free country. . . .

I have just quoted Justice Holmes as saying "that the best test of truth is the power of the thought to get itself accepted in the competition of the market." This view is at distinct variance with the theory of those who would abridge academic freedom, who insist that there must be no competition, no interchange of ideas, no testing of obnoxious political theories in the laboratory of truth. Such a position is no compliment to our form of government. It has always seemed to me that the American system stands out in clear and favorable relief in comparison with other systems. But a comparison must be made in order to afford one a clear appreciation of the superiority of our institutions over those of many less favored countries. He is a timid American indeed and a shabby patriot who is so little sure of the American form of government that he avoids measuring it with others. . . .

The historian in lecturing to his classes tells of kings and emperors and of oligarchies with never a thought that he may be engendering in the minds of his students a desire to supplant the President of the United States with an absolute and hereditary monarch. In your anthropology classes you learn that at other times or even presently in other places, there exist social systems based upon polygyny or polyandry, and such studies are not interdicted because some busybody is fearful lest you may advocate such a social system for the United States of America. And it is taken for granted that scientists may study noxious poisons and virulent diseases without laying themselves open to the suspicion that they harbor some diabolical design upon the welfare of their fellow citizens.

But those members of our college faculties who are charged with the responsibility of educating their students in the highly important subject of political science are not to be allowed, if certain meddling and censorious persons have their say, even to mention the subject of Communism in their classes. According to this theory universities are expected to

send their graduates out into the world to resist Communism without knowing what it is or where it is. . . .

Ignorance has never yet proved to be either virtue or strength of character. If Communism is the menace that we believe it is, then, instead of keeping the students in our educational institutions in abysmal darkness on the subject, we ought to prepare their intelligences to grapple with it by the fullest possible exposition of its defects and fallacies. . . .

HAROLD L. ICKES

THE SUPPORT OF SCIENTIFIC RESEARCH

. . . It is interesting and somewhat disheartening to note that our country, with all its boasted progressiveness, has paid less official attention to science as a means of combating our present difficulties than any of the other great powers.

Russia, seeing what science has done in raising the standard of living in other countries—especially in our own country—is centering her whole economic program on science. She has used, as the central feature of this program, the Academy of Science, founded by Peter the Great. Under this have been established more than two hundred great research institutes for work in pure science and engineering. Her annual appropriations for these institutes are reported to be larger than any other items in her budget—even the military and defense item. . . .

Great Britain also has taken decisive steps to utilize science for social and economic improvement, despite the fact that she was harder hit than we by the war, her unemployment crisis came sooner, her taxes are higher. She has called her leading scientific men to advise her privy council on scientific and technical policies, through three advisory councils composed of Britain's most noted scientists. It is on advice of these councils that the programs and budgets of the government's scientific bureaus are determined. The government, furthermore, appropriates about a million pounds annually, to be used for research. On advice of the advisory council, appropriations are made to governmental scientific bureaus and grants for research are made to educational institutions and scientific societies; also for research fellowships, and for support of industrial research by trade associations, provided these associations match the grants with similar contributions from their own funds. In this latter way, programs of research have been inaugurated in twenty-one of the most important industrial associations.

Italy has mobilized her research facilities in a broad-scale effort to rehabilitate her economic position, and to counteract her deficiency in raw materials through application of her "brain power" to the most effective use of what she has. The government has appropriated large

sums for the better equipment of university research laboratories and all work in these institutions and in governmental laboratories is supervised by a National Research Council. Furthermore, no governmental financial assistance is given to industries unless this Research Council certifies that the industry maintains a progressive policy of research and development.

Until recently Germany led the world in her sustained efforts to maintain a strong economic position through scientific research, notably in the fields of chemistry and metallurgy. Every one knows the success of this policy, until it was largely wrecked by other circumstances. Her scientific strength, however, is still probably Germany's strongest economic asset.

Japan, for years, has been bending every effort to introduce western technology into her industrial procedures. Begun as a policy of copying technical processes and products which had been developed elsewhere, it was accompanied by an intensive program of scientific education of her own scholars. She is now in a position to lead as well as to follow in scientific work of high quality, and this is bearing fruit in her industrial position.

Compare this picture with that of our own country. As soon as we got into trouble we cut our governmental expenditures for scientific work more severely than those of any other government activity. We gave no consideration either to unemployed scientists or to the public value of their work in our emergency measures for relief of unemployment or for economic rehabilitation. And yet we have prided ourselves as being the most advanced nation on earth!

The truth is that we have been fortunate enough to have great natural resources, which we have exploited riotously; we have had a pioneering spirit which has bred some great inventors; this same pioneering spirit has developed some industrial giants who have plunged into big things and have brought "quantity production" into operation; we have been blessed with a few great philanthropists whose altruistic vision has led them generously to support scientific work and other activities for human welfare in universities and other private institutions. But, as a people and therefore as reflected in our national policies, we have been more lucky than intelligent. Now that we are no longer able to thrive on the unrestricted exploitation of the gifts of nature, it is imperative that we take steps to utilize our resources more intelligently and effectively, and this means scientific research on an increasing scale. . . .

K. T. COMPTON

Science, vol. lxxxi, No. 2102

NOTES FROM PERIODICALS

School and Society

In the September 28 issue a statistical article by E. H. Wilkins on "Major Trends in Collegiate Enrolments," is summarized as follows:

"Collegiate and secondary enrolments increased from 1900 to the late nineteen-twenties with a remarkable degree of parallelism. In the last few years the rate of collegiate increase and the ratio of collegiate to secondary enrolments have diminished.

"The proportion of college graduates going on to graduate or professional schools has declined very rapidly indeed since the beginning of the century.

"The independent college of arts and sciences, once overwhelmingly dominant in the field of higher education, now enrolls only a little more than a quarter of the total number of collegiate students. The university enrolls more than 40 per cent of the total; the junior college about 15 per cent. The enrolments of the college of arts and sciences for the last three years have been practically identical with its enrolment for 1921-22. During the same period university enrolments have increased about 35 per cent; enrolments in teachers colleges about 150 per cent; and enrolments in junior colleges more than 600 per cent.

"The rate of enrolment increase in institutions under public control has been greater since 1921-22 than the rate of enrolment increase in institutions under private control.

"In 1931-32 more than 40 per cent of the total number of undergraduates were enrolled not in arts and sciences but in professional schools."

Journal of The National Education Association

The September issue is devoted largely to a record of the Annual Meeting of the Association at Denver including a number of the addresses made at the various sessions. Among these may be specially noted the long and searching address of Senator Nye on the Munitions Investigation.

Among the articles in the October issue may be noted those on "The College Teacher's Outlook" by A. L. Suhrie, which argues for breadth of educational outlook and active participation in educational associations on the part of faculty members.

American Mathematical Monthly

In the May issue is published the report of the Commission on the Training and Utilization of Advanced Students of Mathematics, appointed by the Mathematical Association of America in 1933. The

following recommendations of standards and procedures are thought to be suggestive in their application to other major fields:

"... We shall assume that the graduate training for teachers should consist of three years of advanced study under the guidance of a department of mathematics, and not under the control of some outside agency such as a college of education. Any first-year graduate curriculum, perhaps leading to a master's degree, will be thought of principally as the first part of a complete program. . . .

"At such a level, the present facilities for graduate instruction and the available student material could be expected to produce annually about one hundred teachers of mathematics with a degree meriting at least as great respect as the present doctor's degree. To judge whether or not this rate of production would be appropriate, we note that there are more than three thousand persons engaged in teaching mathematics above the secondary level in the United States and Canada. Hence, after the present evil effects of reductions in college teaching staffs disappear, the normal replacement demand for teachers of mathematics in the best secondary schools and at higher levels should be sufficient to absorb the teachers whom our three-year curriculum would aim to produce.

"... We believe that the teacher of mathematics in a junior college should have essentially the same background as a teacher of senior college courses. . . .

"The failure of prevalent research training to make productive mathematicians out of the majority of the doctors in mathematics, which failure we have condoned, leads us to question the desirability of demanding a research thesis of the prevailing type from all candidates for the doctorate.

"In the first place, the preparation of theses by those who will produce no subsequent research places a heavy tax on the productivity of the mature scholars who direct the work. . . . To require students not gifted in research ability to produce publishable research at the extravagant expense of time both of the students and of the most gifted research professors is a questionable procedure for the advancement of mathematical science.

"These expensive consequences of the wholesale manufacture of research theses in mathematics lead us to question whether it is either necessary or desirable to demand doctors' theses of the current type from all candidates for a three-year degree in mathematics. We believe that in the case of a candidate who will probably publish no post-doctoral research, the preparation of a typical thesis would be of less value than other training which might be substituted for this research. . . .

"Specialized preparation for teaching mathematics should include:

"(a) The equivalent of one year of observation and assisting three times a week in various college courses in mathematics which are taught by experienced members of the department of mathematics.

"(b) Practice teaching in college mathematics under the observation of, and with later criticism by, members of the department of mathematics. This teaching might advisably be done in different courses and should amount to the equivalent of at least a two semester-hour course. The practice teaching should involve participation in the construction and grading of examinations.

"(c) Guided reading in books and periodicals relating to the theory of teaching, testing methods, and educational research.¹ This reading could be directed either by a member of the department of mathematics or, perhaps, by a person outside the department who appreciates the viewpoint of teachers of mathematics . . . and is not intended to justify a requirement of course work in Education. . . ."

The need of having a department staff fully competent to direct these three types of work is noted in the report. Further recommendations deal with the adequate preparation of secondary school teachers.

Journal of Engineering Education

The September issue contains the presidential address of C. C. Williams entitled "The New Epoch in Engineering Education," delivered at the annual meeting of the Society for the Promotion of Engineering Education in June, and an article by Dugald C. Jackson on the "Objectives of Engineering Education."

¹ The October issue of the Monthly contains recommended reading lists.

LOCAL AND CHAPTER NOTES

UNIVERSITY OF CALIFORNIA, RELATIONS WITH BUSINESS

The following statement gives the substance of an announcement governing the relations of faculty members and material facilities of the University with business, issued by President Robert G. Sproul:

"Members of the university may render professional service for compensation as long as such service does not interfere with their prescribed duties and unless their university employment forbids them to accept additional employment, or their appointment requires them to render a consulting or advisory service without charge.

"Within these limits, teachers of professional subjects are encouraged to engage in the practice of their professions so far as may be necessary to maintain professional competency. Such activities are to be engaged in under private arrangement, and fees charged are to be on a scale prevailing within the professions practiced. The university will not approve the employment of its members, however, in routine tasks of a commonplace type, undertaken primarily to supplement personal income.

"The participation of the university itself in tests and investigations shall be limited to activities leading to the extension of knowledge or increased effectiveness in teaching. No tests or investigations shall be undertaken which might interfere with the teaching responsibilities of a faculty member.

"The results of all tests and investigations shall be available for common use by the public and shall not be for the exclusive use of parties sponsoring or conducting the work.

"The laboratories of the university shall not be made available for tests of a purely commercial nature unless it is shown conclusively that satisfactory facilities for such tests do not exist elsewhere.

"Commercial tests involving controversial elements are not to be undertaken except at the direct and unanimous request of representatives of all parties to the controversy.

"The university is to make a charge ample to cover all direct and indirect costs of all tests or investigations which it undertakes, but no fee or added compensation shall be made to full-time members of the faculty.

"The use of the name of the university for purposes of advertising shall not be permitted."

An advisory committee of faculty members and university alumni cooperated with the administration in directing the policy formulated above.

PRINCETON UNIVERSITY, SOLUTION OF R. O. T. C. PROBLEM

At first thought the supporters and the attackers of R. O. T. C. in colleges have an irreconcilable difference. Supporters declare that military training is of vital necessity for the welfare of the nation. Survival, prime need of a nation, must be taken care of. Therefore, we must have collegiate youth, the most intelligent youth of America and the most potentially fit for leadership, versed in the tactics of military defense. Pacifists and attackers of college R. O. T. C. may admit the validity of this claim, but also insist that college military training has a pernicious effect on college men. It teaches them to believe in the means of war for settlement of problems, it makes them obnoxious imperialists and jingoists. Reconciliation seems absurd.

Yet Princeton University, with the approval of the United States War Department, has worked out what seems to be a reconciliation. It has in its revised curriculum for R. O. T. C. included two "peace" courses and by so doing removes grounds of the pacifists' complaints, at the same time satisfying those who fear for the safety of the nation by continuing strictly military training, also.

We hope that other American universities, including our own Pennsylvania, will be edified by Princeton's attempt to reconcile the seemingly eternal struggle between militarism and pacifism, and will attempt the same reconciliation on local campuses.

—*Daily Pennsylvanian*

UNIVERSITY OF SOUTHERN CALIFORNIA, CONFERENCE ON EDUCATION

Research and graduate work in the fields of science and education will be the subject of a three-day conference, beginning November 21, when the University celebrates its twenty-fifth anniversary of the inauguration of graduate studies. "Social Application of Academic Scholarship" will be the theme of the celebration.

Included among the guest speakers will be Dr. George F. Zook and Dr. Carl Emil Seashore, University of Iowa. Group conferences will include the fields of social sciences, languages and literature, education, psychology, physical sciences, mathematics, biology and medical sciences, philosophy, history, and international relations.

WESLEYAN UNIVERSITY, FACULTY APPOINTMENT POLICY

The following statement of policy has not been adopted officially by the Board of Trustees but is transmitted by the President to each new member of the faculty at the time of his appointment, and acknowledgment of receipt of the communication is requested:

(1) All appointments at the College indicate the length of appointment.

(2) The College has no contracts, but details as to appointment are recorded in writing.

(3) Decision as to re-appointment of instructors is usually reached and announced by Christmas of the year in which the appointment terminates.

(4) In case a teacher desires to be released before the termination of his appointment, he will be released, if this can be done without serious embarrassment to the College; notice by March 15 is requested, if possible.

(5) Appointment to an instructorship is customarily for one year, and to an assistant professorship for two years; in either case it is not usual to renew the appointment for more than two additional terms; in case an appointee does not already hold a Ph.D. degree, he can not expect promotion to a higher rank until he has obtained that degree. Promotion to a higher grade gives no implication of further promotion, later on, to a still higher grade.

(6) When an appointment of a grade beyond that of instructor is not to be renewed, the College endeavors to give notice, wherever possible, eight months before the termination of the appointment; *i. e.*, by January 15.

(7) The general procedure of the College on matters of freedom of speech and tenure follows the principles of the Association of American Colleges and the American Association of University Professors, as recorded in resolutions adopted on January 10, 1925, and reported in the *Bulletin of the Association of American Colleges*, Volume xxi, No. 1, March, 1935.

(8) All professors are required to pay five per cent of their salary, but not over \$250, annually, toward the purchase of an annuity, the College paying the same amount; all such annuities at the present time are with the Teachers' Insurance and Annuity Association of America.

(9) Group life insurance (which must be applied for within ninety days after the 1st of September of the year of employment, if the applicant is to be exempt from physical examination) is available at \$7.20 per \$1000, up to age sixty, as follows: instructors, \$2000; assistant professors, \$3000; associate professors, \$4000; professors, \$5000. This insurance is with the Aetna Life Insurance Company.

(10) Group health insurance is available at the expense of the insured.

(11) Professors retire between the ages of sixty-five and seventy; before sixty-eight by the professor's own option or by action of the Board of Trustees; unless at the Commencement nearest the professor's sixty-

seventh birthday, the trustees specifically request continuance, retirement is automatic at the Commencement nearest the sixty-eighth birthday.

(12) The present practice as to sabbatical leaves is as follows: sabbatical leaves for a semester or a year, with salary, are possible for professors, usually after six years of service. It is expected that the department will carry on its work during the absence of the man on leave, without an additional appointment.

NOMINATIONS FOR MEMBERSHIP

The following one hundred and thirty-one nominations for Active membership and thirty-eight nominations for Junior membership are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the General Secretary, 744 Jackson Place, Washington, D. C., or to the Chairman of the Committee on Admissions¹ and will be considered by the Committee if received before December 25, 1935.

The Committee on Admissions consists of Ella Lonn, Goucher, Chairman; H. L. Crosby, Pennsylvania; B. W. Kunkel, Lafayette; A. C. Lane, Tufts; A. O. Lovejoy, Johns Hopkins; Julian Park, Buffalo.

Richard W. Armour (English), Wells
John F. Baird (Dramatic Production), Northwestern
Henri M. Barzun (French), New Rochelle
Oscar Bennett (Music), Nebraska Wesleyan
William Bennett (English), Duquesne
William F. Bernlohr (Physical Education), Capital
Paul G. Bez (German), Capital
William C. Bower (Religious Education), Chicago
Stella Bradfield (Psychology), Winthrop
Clara Brandt (Physical Education), Nebraska Wesleyan
Charles A. Brigham (French), Cincinnati
W. P. N. Canavan (Bacteriology), Oklahoma
Blanche Carrier (Religious Education), Northwestern
Hollis L. Caswell (Education), George Peabody for Teachers
Irene Clayton (Physical Education), Rockford
Guy B. Colburn (Foreign Languages), Fresno State
Mamie E. Corns (Commercial Arts), Nebraska Wesleyan
Donald P. Cottrell (Education), Columbia
Charles J. Courtney (Marketing), Creighton
Albert E. Croft (Sociology), Wichita
Mason N. Crook (Psychology), Skidmore
Florence M. Curtis (Physical Education), Indiana State Teachers
Herbert L. Davis (Chemistry), Lawrence
David M. Delo (Geology), Lawrence
Philip H. DuBois (Psychology), New Mexico
Donald M. DuShane (Government), Lawrence
Edward C. Fendt (Bible), Capital
Harold Fischer (Economics, Business Administration), Franklin and Marshall
Kemp R. B. Flint (Political Science), Norwich
Winston A. Flint (History), Norwich
John V. Ford (Economics), Norwich
Ellen L. Goebel (German, French), Tulsa
John W. Groves (Psychology, Education), Fresno State
Anna N. Gryting (Mathematics), Bowling Green State
Robert D. Guinn (Modern Languages), Norwich

¹ Nominations should in all cases be presented through the Washington office, 744 Jackson Place, Washington, D. C.

Leo F. Hadsall (Biology), Fresno State
William J. Hamilton (History), Missouri State Teachers (Southeast)
Harold C. Hand (Education), Stanford
H. Albert Handrick (Business Administration), Texas
Benjamin S. Harrison (English), Redlands
Lance W. Hart (Art), Oregon
Emilie Hartman (Physical Education), Bowling Green State
Ethel W. Hatch (Education), Nebraska Wesleyan
Henry Hawley (Economics), Hobart
John W. Heaton (History, Political Science), Culver-Stockton
Edwin T. Hellebrandt (Economics), Ohio
Emma T. Hemlepp (Geography), Fresno State
Helen W. Henderson (Home Economics), Bowling Green State
Hilda O. Hendrickson (English), Fresno State
Pearl Hoagland (Psychology, Education), Westminster
Jacob Horak (Economics, Sociology), Heidelberg
Philip G. Horton (Chemistry), Henderson State Teachers
Lester A. Hubbard (English), Utah
Virginia Hunter (Secretarial Science), Russell Sage
Elizabeth Hutchins (Spanish), Blue Mountain
Lucy Hutchins (Latin), Blue Mountain
Helen Hylton (Music), Wyoming
Hugh H. Hyman (Physics, Mathematics), Henderson State Teachers
A. Frances Johnson (Physics), Rockford
Joseph W. L. Jones (Psychology), Heidelberg
L. Clark Keating (French, Spanish), Macalester
Joseph L. Kingsbury (History), North Texas State Teachers
Edith S. Krappe (English), Illinois State Normal (Southern)
Edmund P. Kremer (German), Oregon
Edward L. Lancaster (Business Administration), Franklin and Marshall
John O. Lang (German), Capital
Edith A. Langley (Home Economics), Arkansas State Teachers
George L. Leffler (Finance), Toledo
Frederick Lehnert (German, French), Hobart
Dorothea Lensch (Physical Education), Rockford
Alma Long (Home Economics), Winthrop
Joseph V. McCullough (Business Administration), Duquesne
Theodore B. Manny (Sociology), Maryland
Eldor Marten (Chemistry, Bacteriology), Wichita
Donnis Martin (Classics), Winthrop
Maurine Mays (French, German), Culver-Stockton
Wilbur B. Mikesell (Business Administration), Fresno State
Cora Miller (Sociology), Wyoming
Enid Miller (Speech), Nebraska Wesleyan
Marjorie Mitchell (English), Akron
Clarence Morris (Law), Wyoming
Frank R. Morris (Mathematics, Astronomy, Engineering), Fresno State
William E. Morris, Jr. (English, Journalism), Tulsa
Theresa D. Nelson (History), Temple
Caroline Nielson (Latin, German), Bowling Green State
Harold G. Oddy (Chemistry), Toledo
Nellie A. Ogle (Business Administration), Bowling Green State

John J. O'Hare (Philosophy), New Rochelle
 Eva Oncken (Music), Rutgers
 William Oncken (Italian, Music), Rutgers
 Clara M. Parker (Education), Texas
 Arthur W. Peach (English), Norwich
 Gregor Pirsch (Biology), Creighton
 Julia H. Post (Physical Education), Winthrop
 Isabel Potter (Biology), Winthrop
 Kenneth Potter (History, Anthropology), Fresno State
 James A. Quinn (Sociology), Cincinnati
 Emory Ratcliffe (Sociology), Fresno State
 Dorothy Richardson (Zoology), Rockford
 Blanchard L. Rideout (Romance Languages), Cornell
 Henry H. Rogers (Physics, Astronomy), Mercer
 Ida C. Rohlf (English, American Literature), Iowa State Teachers
 Forrest H. Rose (Speech), Missouri State Teachers (Southeast)
 Joseph M. Roth (Classics, Philosophy), Texas
 Ralph R. Rothacker (Landscape Architecture) Iowa State
 Loyd W. Rowland (Psychology), Tulsa
 Fred C. Sauer (Zoology), Wichita
 John H. Savulak (Psychology), Duquesne
 Nathaniel O. Schneider (Teaching), Iowa State Teachers
 Mary Schuchart (Botany, Biology), Winthrop
 Russell J. Schwellenbach (Sociology), St. Louis
 Hazel C. Shupp (English), Pennsylvania College for Women
 Arthur Silver (English, Modern European History), Maryland
 Francis F. Smith (Educational Psychology), Fresno State
 Garland G. Smith (English), Emory
 Homer S. Smith (Business Law), Temple
 Arthur Strum (Physical Education), Indiana State Teachers
 C. Glenn Swanson (Education, Social Science), Bowling Green State
 Alice Tingley (Biology), Winthrop
 Lawrence W. Towle (Economics), Lawrence
 Richard Trott (Mathematics, Physics), Blue Mountain
 Clara Tucker (Teacher Training, Home Economics) Texas State for Women
 Willis M. VanHorn (Zoology), Lawrence
 Alan T. Wager (Physics), Hobart
 Henry F. Waring (Religion), Wheaton
 Rubert H. Whitcomb (Modern Languages), Norwich
 Earl H. Wight (Physical Education), Fresno State
 Grace D. Wills (Industrial Arts, Art), Bowling Green State
 John F. Wyckoff (Mathematics), South Dakota State
 Samuel Yellen (English), Indiana
 Charlotte Zimmerschied (Physics, Astronomy), Illinois State Normal (Southern)

NOMINATIONS FOR JUNIOR MEMBERSHIP

Dorothy M. Andrew (Psychology), Pennsylvania College for Women
 Robert J. Barr (Economics), Toledo
 George E. Brown (Chemistry, Physics), Culver-Stockton

Amelia M. Cangi (Spanish), Pennsylvania College for Women
Earle Connette (Music), Murray State Teachers
James E. Connor (Journalism), Missouri
Paul R. David (Genetics), Connecticut State
John E. Davis (Physiology), Virginia Medical
James C. Dockeray (Economics), Iowa State Teachers
Margaret Douitt (Botany), Pennsylvania College for Women
Richard Ehrich (German), Wyoming
George A. Gullette (English), Toledo
Davis R. Gurley (Mrs.) (English), Baylor (Waco)
Lorentz I. Hansen (Education), Boston University
Don Keister (English), Akron
Thomas A. Kirby (English), Louisiana State
Leonard J. Luker (Secondary Education), Toledo
Jefferson R. McAnelly (Psychology), Northern Normal and Industrial
Peveril Meigs, 3rd (Geography, Anthropology), California
Henry Meyer (Biology), Lawrence
Charles D. Murphy (English), Maryland
W. Warren Mutch (Physics), Pennsylvania College for Women
Louis W. Norris (Philosophy), Boston University
Ruth Pier (English), Lawrence
Peter Presta (Romance Languages), Illinois
Alma M. Provini (Spanish), Pennsylvania College for Women
Nathan Pusey (Arts, Sciences), Lawrence
Mary Rogick (Zoology, Biology), New Rochelle
Carl Scharf (German), Johns Hopkins
Dorothy A. Shields (Economics, Sociology), Pennsylvania College for Women
Kenneth G. Skaggs (English), Florida
Deane F. Smith (Music), Wyoming
Franklin C. Smith (Mathematics), Michigan
Osborne B. Tabor (Mathematics, Hygiene), Boston University
Ethel Tilley (Religion), Pennsylvania College for Women
Rufie L. Williams (Home Economics), Winthrop
Rose Anne Wokurka (Speech, Athletics), Minnesota
John A. Yarbrough (Botany), Baylor (Waco)

Appointment Service Announcements

The Appointment Service is open only to members but formal registration is necessary. Those interested in keyed vacancies may have duplicates of their registration blanks transmitted to appointing officers on request.

Members registered with the Appointment Service may have brief announcements inserted in the Teachers Available Section at a charge of \$1.00 per line for the first insertion and 50 per cent of that amount for repetitions. Copy should reach the Washington Office not later than the end of the month preceding publication.

Administrative officers who are interested in announcements under Teachers Available may, upon inquiry, receive copies of registration papers of candidates. Appointing officers are invited to report vacancies at their institutions.

Vacancies Reported

Art: Teacher, young woman, northeastern junior college. To teach free-hand drawing, design, interior decorating, textiles and clothing.

V 972

Home Economics: Teacher and school dietitian, young woman (about 30 years old), northeastern junior college. To teach cookery, dietetics, and tea room courses. Master's degree in dietetics and cookery; practical experience necessary.

V 973

Mechanical Engineering: Instructor, eastern urban university. To teach mechanical drawing, mechanism, and machine drawing; assist with advanced courses. Degree and some graduate work. Salary, \$1800-\$2100.

V 977

Teachers Available

English: Man, Ph.D. Duke. Ten years' successful teaching. Publications. Available September, 1936. Should like to arrange personal conference at the December meeting of the Modern Language Association in Cincinnati.

A 1192

English and Comparative Literature in Middle Ages and Renaissance: A.B. 1915, Ph.D. 1921. Fourteen years' experience with undergraduates and graduates in the literature of three languages.

A 1193

History, Sociology: Man, 43, Ph.D. Minnesota. Ten years' college experience.

A 1194

Statistics and Economics: Teaching experience; trained in research; linguist.

A 1195